

# Young Reporters Scotland Curriculum linked **resource pack**

**Empowering young people** to share their  
voice on environmental issues

# Contents

Introduction to Young Reporters Scotland .....3

Benefits .....4

Integrating Young Reporters Scotland into your school .....5

Stimulus discussion questions .....6

Useful resources .....9

Curriculum links .....12

Further resources are available on the Young Reporters Scotland website:  
[www.keeptscotlandbeautiful/yrs](http://www.keeptscotlandbeautiful/yrs)



# Introduction

Young Reporters Scotland (YRS) is a Learning for Sustainability schools programme. It provides exciting opportunities for young people aged 8 - 26 to build and develop an array of life skills and be part of an international group of young people creatively raising awareness of sustainability and environmental issues. Young people can participate as a reporter individually or as a group.

Young Reporters Scotland has two main elements:

1. Skills development programme
2. Annual competition

## About this guide

This guide is a resource to support schools interested in implementing Young Reporters Scotland in their own context. It contains information on how to implement the programme, links to Curriculum for Excellence experiences and outcomes and useful tips to support participation in our annual competition.

Visit [www.KeepScotlandBeautiful.org/yrs](http://www.KeepScotlandBeautiful.org/yrs) to meet our Young Reporters Scotland Ambassadors and for more information about the programme.

## Young Reporters for the Environment

Young Reporters Scotland is part of the Young Reporters for the Environment programme which operates in 34 countries around the world. It is coordinated internationally by the Foundation for Environmental Education and provided in Scotland by Keep Scotland Beautiful.

Annual competition entries from young reporters aged 11-21 will also have the opportunity to be entered in the annual international Young Reporters for the Environment competition.





# Benefits

Participating in Young Reporters Scotland enables young people to:

- Take leadership within their own learning.
- Have their say on environmental issues in their local area which they feel are not being adequately addressed.
- Share ideas with, and learn from, young people around the world who care about similar issues.
- Raise awareness of sustainability issues and the ways these are being addressed within their community.
- Explore how global issues affect local communities by reporting on environmental initiatives and events happening in their community and across Scotland.
- Engage with topics through interdisciplinary enquiry and develop communication, research and analytical skills.
- Develop cross curricular skills which support planning for choices and change and develop future career aspirations within Curriculum for Excellence.
- Develop skills in the context of individual curriculum areas or work across the curriculum in an interdisciplinary unit.

Young Reporters Scotland is a great platform to develop evidence of your work towards an Eco-Schools Scotland Green Flag.

Register your school on our website.

This will give you access to the latest information about the programme, additional resources and our Guide to Being a Reporter:

[www.keepsotlandbeautiful.org/yrs](http://www.keepsotlandbeautiful.org/yrs)



# Integrating Young Reporters Scotland into your school

Young people aged 8-26 can take part in Young Reporters Scotland. We have provided an overview of Curriculum for Excellence experiences and outcomes which could be targeted through the Broad General Education.

Schools may also choose to use Young Reporters Scotland within various National, Higher or Advanced Higher qualifications as an opportunity to explore course specific skills, knowledge and understanding through a different lens.

## Areas you might want to consider before introducing Young Reporters Scotland:

- Discuss the context you will use to develop the programme.
- Do you want your young reporters to create their own report or work together as a group?
- What do you want them to create?
  - A written piece which could be an article or blog, or perhaps both
  - A film piece
  - Photography
- Keep it focused, something small to get them started and something that might spark their enthusiasm and passion for more reporting.
- Think about what work is already going on in your school and wider community environment around sustainability, or projects that you have been involved with that tie directly with helping the environment. Could these be reported on?
- If you are working towards your Eco-Schools Scotland Green Flag Award, which UN Sustainable Development Goal did you choose? Can Young Reporters Scotland help enhance the activity you are doing around this?



# Stimulus discussion questions

These questions will help you start to explore local and global environmental issues with your young reporters connected to the ten Eco-Schools Scotland topics.



## Litter and waste minimisation

- How does your establishment tackle litter?
- Do you recycle? What happens to the food waste in your establishment? Have you thought about the journey of waste, where it ends up and its impact on the environment?
- How much of the waste produced in your establishment is single use plastic? Have you thought about ways to reduce plastic use? What tips can your young reporters give to others about reducing their single use plastic waste? What are the impacts of plastic on land and sea? Why does 80% of waste in our oceans come from land?



## Food and the environment

- What do your young reporters know about where their food comes from? Is it sustainable? Is it locally produced? What is the impact of food being shipped from overseas?
- What snacks have they brought into school? What ingredients are in these snacks? Where are these ingredients produced? How far have they travelled? What is the impact of these ingredients on the environment? A great example would be to look at palm oil.
- What foods do they think are seasonal? Perhaps use strawberries as an example. Do they think strawberries should be available over autumn and winter periods? How are they available? Where do they come from? Do they taste good?



### Climate change (water, energy and transport)

- Do your young reporters understand why climate change is happening and how it is affecting them? They could do some research into CO<sub>2</sub> emissions and methane gas to understand the where, what, how and why.
- Thinking about what they like to do outdoors, do they think climate change is affecting this? Have they noticed any changes in the weather? What impact does this have on the local environment? For example flooding, drought, snowfall? Why are some parts of the world experiencing flooding and others are experiencing drought?
- What day to day activities do your young reporters think have a big impact on climate change? Examples would be travelling by plane, importing and exporting goods, use of non-renewable energy, de-forestation for palm oil and consumer demand.
- What can people do to help reduce their impact on the environment and climate change? Do they think people fully understand how climate change is happening and what they can do to help?
- What impact does our day to day behaviour and activity have on those living in areas of the world that contribute least to climate change? Think about areas such as the Pacific Islands where there are rising sea levels, or parts of India where they can no longer farm due to changes in soil, and the resulting impact on people and climate migration.
- Do your young reporters understand the difference between non-renewable energy and renewable energy? What do you do in school and at home to help reduce energy consumption?
- Energy comes in many other forms. How much energy is used, for example, to transport food from overseas? Bananas may be a good discussion point for this as they are the most popular fruit in the UK – what is the real cost of a banana, thinking about its environmental impact and where it has come from?



### School grounds and biodiversity

- Do you grow anything in the grounds of your school or establishment? Why do your young reporters think that more and more people are choosing to grow their own food? Why is this so important?
- Do your young reporters know what biodiversity is? What impact do they think climate change has on biodiversity? What impact does it have on specific animals and types of farming?





### Global citizenship

- Do your young reporters understand what we mean by global citizenship? Do they think they are good global citizens?
- Do they know about the United Nations Sustainable Development Goals (SDGs)? Why do they think these have been created? Do they think their school can do more and get involved with the SDGs? There is more information about the SDGs on page 11.
- Do your young reporters volunteer or participate in anything at a local level which they feel makes them a good global citizen? Why is it important for people to volunteer their time in this way?



### Health and wellbeing

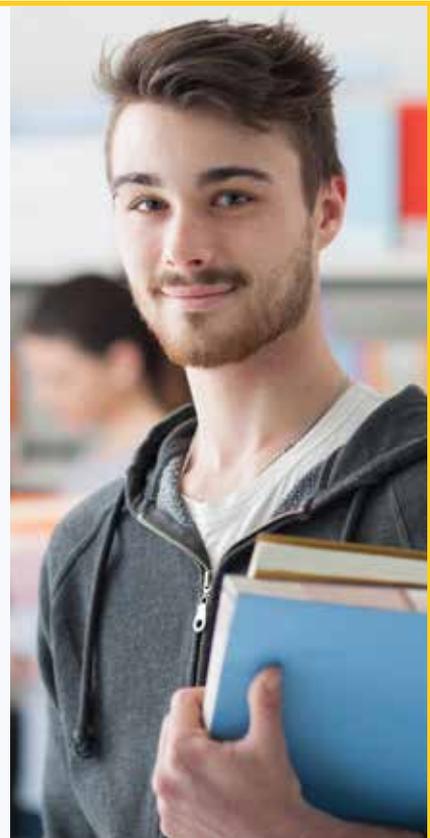
- Do your young reporters already have a voice on issues on sustainability and the environment? How do they share this with their school and wider community?
- Why is it important for them and their future to be more aware of issues on sustainability and the environment? Do your young reporters think they will make more informed choices based on their knowledge and learning through Young Reporters Scotland?

## Preparing for the Young Reporters Scotland competition

Once your young reporters have had some experience of being a reporter, you should encourage the following:

- If they are reporting on a social or economic UN Sustainable Development Goal, your reporters should try to include an environmental angle.
- It is important to look at specific local issues and topics. Avoid looking at general issues such as “climate change” without connecting it to a specific local issue.
- Once your young reporters are more experienced, you should encourage them to lead the investigations and develop their entries to our annual competition.
- How do you plan on sharing the wonderful work that your young reporters are doing? This is a very important part of journalism and should become a key part of their Young Reporters Scotland learning.

[www.keepsotlandbeautiful.org/yrs](http://www.keepsotlandbeautiful.org/yrs)





# Useful resources

We have an array of resources that can help you and your young reporters. All of these resources can be found on the Sustainable Development Education pages of our website under:

- Young Reporters Scotland - [www.KeepScotlandBeautiful.org/yrs](http://www.KeepScotlandBeautiful.org/yrs)
- Eco-Schools - [www.KeepScotlandBeautiful.org/ecoschools](http://www.KeepScotlandBeautiful.org/ecoschools)
- Food and the Environment - [www.KeepScotlandBeautiful.org/food](http://www.KeepScotlandBeautiful.org/food)
- Learning for Sustainability - [www.KeepScotlandBeautiful.org/lfs](http://www.KeepScotlandBeautiful.org/lfs)

The resources and activities on the following pages can be used as a stimulus to support your work with Young Reporters Scotland.



## Climate justice, climate change and energy

- Encourage your young reporters to keep an energy diary at home for a week, noting everything that requires energy. Evaluate results with the class to identify actions and behaviour changes necessary to reduce energy waste within the home.
- Confirm understanding of climate change by playing 'Myth Busters Snap' in groups of two or three using this simple activity: [www.keeptscotlandbeautiful.org/media/846175/myths-snap.pdf](http://www.keeptscotlandbeautiful.org/media/846175/myths-snap.pdf). This can be further developed to include other 'climate change myths' which they can research appropriate responses.
- Use the SolarAid Sunny Schools resources from the Scotland Lights Up Malawi project to explore the issues around energy sources and climate justice:
  - Explore, research and discuss uses of renewable energy in Scotland and Malawi: [www.keeptscotlandbeautiful.org/sustainable-development-education/learning-for-sustainability-projects/scotland-lights-up-malawi/](http://www.keeptscotlandbeautiful.org/sustainable-development-education/learning-for-sustainability-projects/scotland-lights-up-malawi/).
  - Identify different non-renewable energy sources by doing practical activities to gain an understanding of how energy is transferred (The Energy Journey – Sunny Schools pack Unit 2): [www.keeptscotlandbeautiful.org/media/543560/2-teaching-unit-cards.pdf](http://www.keeptscotlandbeautiful.org/media/543560/2-teaching-unit-cards.pdf).

## Low carbon skills and circular economy

- Use the pupil produced low carbon skills films and accompanying resources to explore the impacts of consumer choices on your carbon footprint: [www.keeptscotlandbeautiful.org/lowcarbonskills/](http://www.keeptscotlandbeautiful.org/lowcarbonskills/)
  - Source Local, Buy Local made by pupils at Kemnay Academy explores sustainable food issues: [www.keeptscotlandbeautiful.org/sustainable-development-education/learning-for-sustainability-projects/low-carbon-skills/food-and-energy/](http://www.keeptscotlandbeautiful.org/sustainable-development-education/learning-for-sustainability-projects/low-carbon-skills/food-and-energy/).
  - Message in a Bottle made by pupils from Kirkcaldy High School discusses the choice to adopt an eco-uniform made from recycled plastic bottles: [www.keeptscotlandbeautiful.org/sustainable-development-education/learning-for-sustainability-projects/low-carbon-skills/fashion-and-textiles/](http://www.keeptscotlandbeautiful.org/sustainable-development-education/learning-for-sustainability-projects/low-carbon-skills/fashion-and-textiles/).
- The Ellen MacArthur Foundation has a wealth of educational resources focussed on exploring the concept of circular economy: [www.ellenmacarthurfoundation.org](http://www.ellenmacarthurfoundation.org).

## Food and the environment

- Most of us can name foods that are part of a healthy diet, but which of those foods are also good for environmental health both locally and globally? Use our Eco-Schools Scotland Food and the Environment topic to explore these issues: [www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/ten-topics/food-and-environment/](http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/ten-topics/food-and-environment/).
- Compare and contrast your local food system with the USA's intensive production systems by using our creative enquiry resource and the Parental Guidance rated documentary Food Inc: [www.keepsotlandbeautiful.org/media/846256/food-inc-creative-inquiry1.pdf](http://www.keepsotlandbeautiful.org/media/846256/food-inc-creative-inquiry1.pdf). The Food Inc documentary can be found on You Tube and lasts approx. 95 minutes.
- Explore the potential economic impact of local food production by adapting and playing the Food Projects Local Food Economy Game: <http://thefoodproject.org/activities/food-systems-curriculum>.
- Develop a survey to give to members of your community to investigate the choices they make when purchasing food. Work in groups to generate a hypothesis to test with your survey. Process and present your data visually or create an article to show your findings.
- What's in your school bag? Ask your young reporters to share snacks they have in their bags. What do the ingredients tell us about the food miles of this product? How many ingredients are in the snack? Can they name exactly what these ingredients are? Do any of the snacks contain palm oil? If so, what can the young reporters learn about palm oil and its impacts on the environment? Can they become more informed consumers?
- Research different stakeholders' perspectives by developing reasoned and justified points of view on food security in preparation for a role card debate using the 'I'm A Scientist Get Me Out Of Here' resource: <https://debate.imascientist.org.uk/files/2013/10/Food-Security-Debate-Kit.pdf>.

# SUSTAINABLE DEVELOPMENT GOALS

## United Nations Sustainable Development Goals (SDGs)

- We would like you to join with the rest of the world in working towards achieving the 17 Sustainable Development Goals by 2030. Through your work to attain an Eco-Schools Scotland Green Flag you will combine your topic work with a focus on one of the goals. These resources will give you some simple ideas you can use to get this work started: [www.keepsotlandbeautiful.org/ecoschools/globalgoals](http://www.keepsotlandbeautiful.org/ecoschools/globalgoals).
- Watch the World's Largest Lesson as a way to introduce the goals and what we mean by climate justice: <http://worldslargestlesson.globalgoals.org/introduce-the-global-goals>.
- Discuss with your young reporters a goal that ties into the action plan you have for your Eco-Schools Green Flag journey and develop a plan to help towards achieving this goal.
- Undertake an enquiry into goal 12 (Responsible Consumption and Production) through the concept of circular economy: [www.ellenmacarthurfoundation.org/circular-economy/overview/concept](http://www.ellenmacarthurfoundation.org/circular-economy/overview/concept).

# Curriculum links:

## Second, third and fourth level

Please find below an overview of Curriculum for Excellence experiences and outcomes.

Social Studies	Second	Third	Fourth
People, place and environment	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.</p> <p><b>SOC 2-08a</b></p>	<p>I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.</p> <p><b>SOC 3-08a</b></p>	<p>I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.</p> <p><b>SOC 4-08a</b></p>
People in society, economy and business	<p>I can use evidence selectively to research current social, political or economic issues.</p> <p><b>SOC 2-15a</b></p>	<p>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.</p> <p><b>SOC 3-15a</b></p>	<p>I can evaluate conflicting sources of evidence to sustain a line of argument.</p> <p><b>SOC 4-15a</b></p>
	<p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.</p> <p><b>SOC 2-19a</b></p>	<p>Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.</p> <p><b>SOC 2-20a</b></p>	<p>I can present an informed view on how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved.</p> <p><b>SOC 4-19a</b></p> <p>By examining the role and actions of selected international organisations, I can evaluate how effective they are in meeting their aims.</p> <p><b>SOC 4-19b</b></p>
	<p>Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.</p> <p><b>SOC 2-20a</b></p>	<p>When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.</p> <p><b>SOC 3-20a</b></p>	<p>I can critically examine how some economic factors can influence individuals, businesses or communities.</p> <p><b>SOC 4-20a</b></p>

Religious and Moral Education	Second	Third	Fourth
<b>Values and issues</b>	<p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.</p> <p><b>RME 2-02b</b></p>	<p>I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.</p> <p><b>RME 3-02b</b></p>	<p>I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.</p> <p><b>RME 4-02b</b></p>

Literacy and English	Second	Third	Fourth
<b>Listening and talking</b> <b>Finding and using information</b> – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary.	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</p> <p><b>LIT 2-02a</b></p> <p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.</p> <p><b>LIT 2-05a</b></p>	<p>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</p> <p><b>LIT 3-02a</b></p>	<p>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.</p> <p><b>LIT 4-02a</b></p>
		<p>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p><b>LIT 3-05a / LIT 4-05a</b></p>	
<b>Listening and talking</b> <b>Understanding, analysing and evaluating</b> – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.	<p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</p> <p><b>LIT 2-07a</b></p>	<p>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</p> <p><b>LIT 3-07a</b></p>	<p>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</p> <p><b>LIT 4-07a</b></p>

Literacy and English	Second	Third	Fourth
<p><b>Listening and talking</b></p> <p><b>Creating texts</b> – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.</p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>■ Share information, experiences and opinions.</li> <li>■ Explain processes and ideas.</li> <li>■ Identify issues raised and summarise main points or findings.</li> <li>■ Clarify points by asking questions or by asking others to say more.</li> </ul> <p><b>LIT 2-09a</b></p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>■ Communicate information, ideas or opinions.</li> <li>■ Explain processes, concepts or ideas.</li> <li>■ Identify issues raised, summarise findings or draw conclusions.</li> </ul> <p><b>LIT 3-09a</b></p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>■ Communicate detailed information, ideas or opinions.</li> <li>■ Explain processes, concepts or ideas with some relevant supporting detail.</li> <li>■ Sum up ideas, issues, findings or conclusions.</li> </ul> <p><b>LIT 4-09a</b></p>
	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p><b>LIT 2-10a / LIT 3-10a</b></p>		<p>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</p> <p><b>LIT 4-10a</b></p>
<p><b>Reading</b></p> <p><b>Tools for reading</b> – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning.</p>	<p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.</p> <p><b>LIT 2-13a</b></p>	<p>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p><b>LIT 3-13a</b></p>	<p>Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</p> <p><b>LIT 4-13a</b></p>
<p><b>Reading</b></p> <p><b>Finding and using information</b> – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.</p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.</p> <p><b>LIT 2-14a</b></p>	<p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p><b>LIT 3-14a / LIT 4-14a</b></p>	
	<p>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.</p> <p><b>LIT 2-15a</b></p>	<p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p><b>LIT 3-15a / LIT 4-15a</b></p>	

Literacy and English	Second	Third	Fourth
<p><b>Reading</b></p> <p><b>Finding and using information</b> – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.</p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.</p> <p><b>LIT 2-16a</b></p>	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> <li>■ Identify and consider the purpose, main concerns or concepts and use supporting detail.</li> <li>■ Make inferences from key statements.</li> <li>■ Identify and discuss similarities and differences between different types of text.</li> </ul> <p><b>LIT 3-16a</b></p>	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> <li>■ Clearly state the purpose, main concerns, concepts or arguments and use supporting detail.</li> <li>■ Make inferences from key statements and state these accurately in my own words.</li> <li>■ Compare and contrast different types of text.</li> </ul> <p><b>LIT 4-16a</b></p>
<p><b>Reading</b></p> <p><b>Understanding, analysing and evaluating</b> – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.</p>	<p>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.</p> <p><b>LIT 2-18a</b></p>	<p>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p> <p><b>LIT 3-18a</b></p>	<p>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</p> <p><b>LIT 4-18a</b></p>
<p><b>Writing</b></p> <p><b>Tools for writing</b> – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.</p>	<p>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</p> <p><b>LIT 2-23a</b></p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p><b>LIT 2-24a</b></p>	<p>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p><b>LIT 3-23a</b></p> <p>I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.</p> <p><b>LIT 3-24a</b></p>	<p>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</p> <p><b>LIT 4-23a</b></p> <p>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</p> <p><b>LIT 4-24a</b></p>

Literacy and English	Second	Third	Fourth
<p><b>Writing</b></p> <p><b>Organising &amp; using information</b></p> <p>– considering texts to help create short and extended texts for different purposes.</p>	<p>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately.</p> <p><b>LIT 2-25a</b></p>	<p>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</p> <p><b>LIT 3-25a</b></p>	<p>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately.</p> <p><b>LIT 4-25a</b></p>
	<p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p><b>LIT 2-26a</b></p>	<p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p><b>LIT 2-26a</b></p>	
<p><b>Writing</b></p> <p><b>Creating texts</b></p> <p>– applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.</p>	<p>I can convey information, describe events, explain processes or combine ideas in different ways.</p> <p><b>LIT 2-28a</b></p>	<p>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p><b>LIT 3-28a</b></p>	<p>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</p> <p><b>LIT 4-28a</b></p>
	<p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</p> <p><b>LIT 2-29a</b></p>	<p>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p> <p><b>LIT 3-29a</b></p>	<p>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</p> <p><b>LIT 4-29a</b></p>

Health and Well-being	Second	Third	Fourth
Planning for choices and changes	I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. <b>HWB 2-20a / HWB 3-20a / HWB 4-20a</b>		
	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. <b>HWB 2-19a</b>	I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. <b>HWB 3-19a</b>	Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. <b>HWB 4-19a</b>
Social well-being	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. <b>HWB 2-12a / HWB 3-12a / HWB 4-12a</b>		
	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. <b>HWB 2-13a / HWB 3-13a / HWB 4-13a</b>		
Food and the consumer	I can understand how advertising and the media are used to influence consumers. <b>HWB 2-37a</b>		By investigating different influences on the consumer, I can discuss how consumers can be influenced by external sources. <b>HWB 4-37a</b>

Numeracy	Second	Third	Fourth
Information handling	Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. <b>MNU 2-20a</b>	I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. <b>MNU 3-20a</b>	I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others. <b>MNU 4-20a</b>
Data and analysis	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. <b>MNU 2-20b</b>		

Expressive Arts	Second	Third	Fourth
<p>Participation in performances and presentations</p>	<p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.</p> <p><b>EXA 2-01a</b></p>	<p>I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.</p> <p><b>EXA 3-01a1</b></p> <p>I have experienced the energy and excitement of being part of an audience for other people's presentations/performances.</p> <p><b>EXA 3-01b</b></p>	<p>I have experienced the energy and excitement of presenting/performing for different audiences.</p> <p><b>EXA 4-01a</b></p>
<p>Art and design</p>	<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.</p> <p><b>EXA 2-02a</b></p>	<p>I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.</p> <p><b>EXA 3-02a</b></p>	<p>I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks.</p> <p><b>EXA 4-02a</b></p>
	<p>I can create and present work that shows developing skill in using the visual elements and concepts.</p> <p><b>EXA 2-03a</b></p>	<p>I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.</p> <p><b>EXA 3-03a</b></p>	<p>I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work.</p> <p><b>EXA 4-03a</b></p>
	<p>I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work.</p> <p><b>EXA 2-04a</b></p>	<p>Through observing and recording, I can create material that shows accuracy of representation.</p> <p><b>EXA 3-04a</b></p>	<p>Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum.</p> <p><b>EXA 4-04a</b></p>

Technologies	Second	Third	Fourth
Technological developments in society	<p>Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way.</p> <p><b>TCH 2-02a</b></p> <p>I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.</p> <p><b>TCH 2-02b</b></p>	<p>From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies.</p> <p><b>TCH 3-02a</b></p>	<p>I can use digital technologies to process and manage information responsibly and can reference sources accordingly.</p> <p><b>TCH 4-02a</b></p>
Cyber resilience and internet safety	<p>I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.</p> <p><b>TCH 2-03a</b></p>	<p>I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others.</p> <p><b>TCH 3-03a</b></p>	

Science	Second	Third	Fourth
Energy sources and sustainability	<p>By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.</p> <p><b>SCN 2-04a</b></p> <p>Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.</p> <p><b>SCN 2-04b</b></p>	<p>I can use my knowledge of the different ways in which heat is transferred between hot and cold objects and the thermal conductivity of materials to improve energy efficiency in buildings or other systems.</p> <p><b>SCN 3-04a</b></p> <p>By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems.</p> <p><b>SCN 3-04b</b></p>	<p>By contributing to an investigation on different ways of meeting society's energy needs, I can express an informed view on the risks and benefits of different energy sources, including those produced from plants.</p> <p><b>SCN 4-04a</b></p> <p>Through investigation, I can explain the formation and use of fossil fuels and contribute to discussions on the responsible use and conservation of finite resources.</p> <p><b>SCN 4-04b</b></p>
Topical Science	<p>Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.</p> <p><b>SCN 2-20a</b></p> <p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.</p> <p><b>SCN 2-20b</b></p>	<p>I have collaborated with others to find and present information on how scientists from Scotland and beyond have contributed to innovative research and development.</p> <p><b>SCN 3-20a</b></p> <p>Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications.</p> <p><b>SCN 3-20b</b></p>	



We support the Sustainable Development Goals.

Keep Scotland Beautiful is the charity that provides education initiatives for children, young people and educators which focus on environmental issues to improve understanding and encourage positive action. It's part of our work to make Scotland clean, green and sustainable.



**Keep Scotland  
Beautiful**

T: 01786 471333 E: [info@keepscotlandbeautiful.org](mailto:info@keepscotlandbeautiful.org)

 [facebook.com/KSBSScotland](https://facebook.com/KSBSScotland)  [@KSBSScotland](https://twitter.com/KSBSScotland)

[www.keepscotlandbeautiful.org](http://www.keepscotlandbeautiful.org)

